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FRENCH AS A SECOND LANGUAGE, AN INTERIM REPORT OF THE SECOND LANGUAGE COMMITTEE (ONTARIO). (TITLE SUPPLIED).

BY- MACDONALD, G.E. AND OTHERS
ONTARIO CURRICULUM INST., TORONTO

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THE FIRST THREE SECTIONS OF THIS CURRICULUM GUIDE FOR FRENCH DISCUSS THE PRACTICES AND THE VALUE OF SECOND LANGUAGE INSTRUCTION IN CANADIAN SOCIETY. BASED ON THESE DISCUSSIONS, A TENTATIVE OUTLINE FOR TEACHING FRENCH FROM THE ELEMENTARY LEVEL THROUGH UNIVERSITY ENTRANCE IS PRESENTED, AND IS FOLLOWED BY A SECTION ON TEACHER TRAINING AND QUALIFICATIONS THAT ARE NECESSARY TO IMPLEMENT A WELL-INTEGRATED PROGRAM. THE REMAINDER OF THIS BOOKLET IS DEVOTED TO RECOMMENDATIONS FOR RESEARCH, ACTION, AND FURTHER STUDY. (SS)

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ONTARIO CURRICULUM INSTITUTE

French as a Second Language

AN INTERIM REPORT OF THE SECOND LANGUAGE COMMITTEE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AN INTERIM REPORT OF THE SECOND LANGUAGE COMMITTEE

Prepared under the editorial supervision of

PROFESSOR G. E. MACDONALD
PROFESSOR H. I. NELSON
MISS ANNE THOMPSON

The present report has been published and distributed by the Ontario Curriculum Institute to promote frank and full discussion of the issues raised. It must be clearly understood, however, that the study committee (the members of which have been listed) is alone responsible for the material presented and the view expressed. Neither the Ontario Curriculum Institute nor any of the bodies represented on its Board, nor indeed any member of the Board personally, is necessarily in agreement with all the findings. On the other hand, the Institute is convinced that the report is worthy of publication and consideration, and heartily recommends it as a responsible piece of research which should do much to open up new vistas and advance the cause of education in which we are all so vitally interested.

DECEMBER 1963

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Ontario Curriculum Institute

The Second Language Committee

Co-Chairmen:

MISS MURIEL MCCUAIG
Vaughan Road Collegiate Institute
Toronto

PROFESSOR R. W. TORRENS
Department of Romance Languages
University of Western Ontario, London

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Ottawa

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George L. Armstrong Public School
Hamilton

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Rexdale

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University of Toronto

PROFESSOR H. I. NELSON
Department of History
University of Toronto

PROFESSOR R. M. K. SCHIEDER
Department of English, Trinity College
University of Toronto

THE REV. MOTHER ST. PIERRE
Ursuline Mother House
Chatham

MR. R. J. SWEET
French Consultant, Board of Education
Toronto

MISS ANNE THOMPSON
Northern Secondary School
Toronto

Consultants:

DR. D. E. BERLYNE
Department of Psychology
University of Toronto

DR. G. MANDLER
Department of Psychology
University of Toronto

I: Introduction

The Ontario Curriculum Institute instructed our committee to concern itself with the evaluation of the place of a second language in the curriculum of elementary and secondary schools and with contemporary theories and practices in the field of language instruction in Canada and other countries. Our attention was drawn especially to French and English, but other languages were placed within our purview as well. We were asked to identify and to define the areas of general agreement and the problems which require further investigation, and to advance hypotheses regarding content, methods, etc., which could then be tested. Lastly, the committee's terms of reference included a consideration of the problem of second language learning in relation to recent developments in scholarship and teaching methods in the Humanities.

The committee, whose members were drawn from the elementary, secondary and university levels, including teachers and administrators and representing several disciplines, had a preliminary meeting in May, 1963. In view of the limited time at our disposal, we decided to commence our study of the role and problems of second language teaching by giving primary attention to the question of French instruction for English-speaking students. This decision left for later consideration such important problems as the role of other modern languages, including Chinese and Japanese, and the treatment of English as a second language for students with another native tongue. After a second meeting in June, we met daily throughout July, working usually as a group but dividing into sub-committees for the study of such specific subjects as curriculum content, teacher training and teaching methods. A wide range of literature on second language instruction was read and discussed. Various authorities, such as Miss Helga Stene, Vice-Principal of the State Secondary School in Oslo, were heard on present practices in language teaching in other countries. Some of the currently available teaching aids and methods were examined. A questionnaire was sent to Canadian business firms and industrial organizations to elicit information on requirements for bilingual personnel.

The results of our summer's work are summed up in this report which briefly surveys current practices in other countries and in Ontario (Sec-

tion II), discusses the educational values and objectives of second language learning in general and of French in particular (Section III), analyzes the nature of language and of language learning (Section IV), and finally makes a number of recommendations. These last cover a proposed French language programme throughout the elementary and secondary schools starting in Kindergarten or Grade I (Section V), suggestions regarding teacher training and qualifications (Section VI), proposals for necessary further research (Section VII), projects requiring immediate action under the auspices of the Ontario Curriculum Institute or other bodies (Section VIII), and topics for further study by the committee (Section IX).

We gave careful consideration to the problems before us while being aware at all times that we were at the beginning and not the end of the broad task set by our terms of reference. We ask, therefore, that this be treated as an interim report which not only calls for immediate action by the Ontario Curriculum Institute and educational authorities on the vital question of French instruction, but also recognizes by the very nature of its recommendations the limitations of knowledge and the consequent necessity for further study and research in the field of second language learning.

II: A Brief Review of Current Practices in Second Language Instruction

A. OTHER COUNTRIES

Programmes of second language instruction are found in many countries throughout the world. There is widespread agreement that some of these programmes are more successful in producing students who have a comprehensive and useful knowledge of their second language than programmes found in the majority of English-speaking Canadian school systems. The committee, therefore, examined some of these practices in other countries with a view to discovering principles of instruction which might be incorporated in new second language curricula.

Those countries with programmes relevant to the purposes of the committee appear to be divided into two general categories: countries in which two or more language groups have come together to form the political unit; and countries in which a single language is dominant but for whose citizens a thorough working knowledge of a second language is considered highly desirable.

Countries in the first category, such as Switzerland, Belgium, South Africa and Wales, appear to have certain features common to their language instruction. These features include an emphasis on the communicative aspects of language and the need for oral fluency. Usually there is the stipulation that formal instruction in both languages begin at the time the child starts school. A most carefully articulated programme of this kind is found in Wales, where an important added feature is an extremely strong emphasis on keeping the two languages separate. Reports on the success of second language instruction in Wales are impressive. The majority of students grow up able to speak, understand, read and write both Welsh and English. There is no evidence that either language has suffered in purity of form as a result of this apparent success in producing bilingualism.

In the second category of countries, those in which there is a single dominant language group, instruction in a second language usually begins a few years later than in bilingual countries. Otherwise, apart from some areas in North America, the general emphasis and method of instruction tend to be

similar to those found in more completely bilingual nations.

The committee invited two experts to report to them on the second language programmes of countries in this category. Dr. Marie Stock, McMaster University, reported on France. Miss Helga Stene, Vice-Principal, State Secondary School, Oslo, reported on Norway.

Dr. Stock noted that Europeans feel that one is not educated without knowing a second language and that in France the view is that everyone going beyond the first six years of school should certainly study a foreign language. The first foreign language, usually English, is begun at about ten or eleven years of age. In the early stages there is an emphasis on conversation. In more advanced classes there is translation and study of English literature. For oral practice the classes are broken up into groups of ten or twelve students. Teachers of English must be French citizens who have special training in English and have spent some time in England. In addition to regular teachers, many schools employ an *assistant d'anglais* to conduct conversation classes with small groups. This aspect of English language instruction appeared to be of particular value and relevance to possible new language programmes in Canada. Dr. Stock reported that for the most part students of English in France speak more fluent English than Ontario Grade XIII graduates speak French.

Miss Stene reviewed the teaching of foreign languages in Norway. Since 1896 three foreign languages have been required for matriculation. More recently, knowledge of foreign languages has come to be regarded as an economic and political necessity. Therefore, from 1935 to the present, English has been a compulsory subject in the elementary school. English is currently taught in the final two years of the elementary school, but there are experimental programmes which are introducing it at the fourth grade level. A reasonable oral fluency is achieved at the end of elementary school and knowledge of the language at the end of secondary school is generally considered good. Regulations stress a need for good pronunciation and a thorough knowledge of the culture. There is an elaborate system of examining boards for testing oral competence.

B. ONTARIO

In the English-speaking public and separate school systems, with the notable exception of the city of Ottawa and certain other local school administrations where an oral French programme has been established, the teaching of languages other than English has been confined to the secondary school. In spite of recent changes in the stated aims of such programmes of instruction, teaching has in effect emphasized reading, grammar and translation. The result has left graduates of secondary schools with something

less than a fully rounded knowledge of the language in question. The major difficulty in the present situation in Ontario is that high school graduates have intensive knowledge of some aspects of the language they have studied, but unfortunately those aspects are the ones least vital to effective communication.

Undoubtedly, the proficiency of Ontario students in communicating in a second language can be improved. Experience in other countries and in the Ottawa public school system suggests that it is a routine matter to achieve communicative fluency. Questions arise, however, about the level of proficiency to strive for and the extent of the programmes of instruction relative to such levels.

Before simply borrowing from existing programmes, the committee felt that it would be necessary to examine the place of a second language in our own contemporary society. Such an examination would reveal ways in which existing programmes could be modified and improved upon to provide uniquely effective instruction in the art of communication.

III: The Role and Value of a Second Language in Canadian Society

The aim of formal education is to aid the individual to realize his full potentialities as a rational and imaginative being and to make his maximum contribution to the society in which he lives. These two aspects of education depend upon the mastery of the skills required for the communication and acquisition of knowledge, that is upon language, upon the ability to speak, to read and write. These skills are essential for the cultivation of the mind through the training and stimulation of the intellect. The development of the individual's ability to think, to make independent judgments and to act upon them, to acquire a sense of taste and beauty, to appreciate the creative products of the human mind and imagination as they range from an architect's design to a literary work or to a seminal scientific treatise, this is the supreme goal of education. Moreover, these objectives are indissolubly linked with developing the individual's understanding of his physical, social and cultural environment. They are basic to preparing him for a career whether in a trade, a profession or another walk of life. Finally, an understanding of the world in which he lives, the capacity to make balanced, critical judgments upon public issues, and an awareness of his fellow man are prerequisites for citizenship in a democracy.

What is the educational value of language and literature in any educational system which works towards these objectives? The role of the native tongue is fundamental and obvious. Regarding a second (or third or fourth) language and literature, many Canadians have for too long lived shrouded in complacency and frequently wrapped in bigotry. Now we are being forced out of our isolation and linguistic invalidism by the realities of a shrinking, interdependent world and by a vital challenge to the very existence of our country.

Since language is a tool of communication, the addition of other languages to the individual's repertoire of linguistic skills can improve his ability to communicate with and to comprehend his fellow men who employ different tongues. Competency in a second language opens new roads for the individual from facilitating the conduct of personal and public business to promoting the acquisition of knowledge, to making travel a more

rewarding and even easier experience. Familiarity with a new language and literature also opens new horizons for the individual, by broadening his terms of reference, by opening to him on a richer scale than translation makes possible the thoughts and experiences of men of other cultures, past and present. Direct access to the literature of another language can contribute to the intellectual development of the individual, stimulate his imagination, and enrich his aesthetic appreciation. Command of another language can increase his versatility and his usefulness as a member of society.

The educational value of a second language is accentuated when we consider the growing demand for higher education to-day. One major reason for the serious shortage of Canadian university teachers in fields of study beyond the English-speaking world is the lack of undergraduate and graduate students who are linguistically competent to pursue advanced studies requiring the use of languages other than English. The world of learning is international and multilingual. With the enrolment explosion in the schools and universities, if we remain in our linguistic cocoon, many of our children will be severely handicapped in terms both of the cultivation of their minds and of their training as more useful members of society. We cannot hope to prepare our children as fully as possible for certain professional careers if they lack linguistic versatility. The universities will be handicapped in helping our children to prepare for careers as government officials, diplomats, business executives, journalists, and scholars, let alone as interested citizens who are well informed, let us say, on Khrushchev's Russia, the European Common Market, Latin America, or the problems of Canadian politics and society, unless students are competent in 'second languages'. Unfortunately, many of the rapidly increasing numbers of students who are entering our colleges and universities are linguistic invalids. They are poorer for this; Canada is poorer.

We are all increasingly aware of these advantages of 'second languages and literatures' to ourselves and to our country in the modern, tight little world, but why single out French for early attention when German, Spanish, Russian, Italian, Urdu, Chinese and Japanese press their inevitable legitimate claims upon us?

There exist compelling internal and international reasons for commencing French earlier than the above-mentioned languages in our school system. Within Canada, French is one of the two native languages. This reality is the product of our history. Canada has inherited two main ethnic groups with different cultural and historical traditions. Compromise between their respective rights and interests constituted a foundation stone of the Canadian union of 1867. The partnership of Confederation has never been an easy one, least of all the relationship between English and French-speaking Canadians. To-day we face a new crisis in this relationship. We seek to

maintain unity amidst diversity and to protect the identity and interests of both peoples within the bonds of union for the good of all. Success depends upon mutual respect, understanding and tolerance. The attainment of these goals is dependent on a mutual desire to reach them. An education that develops competence in both French and English can offer the best opportunity for the advancement of the individual citizen, and for the promotion of the public welfare and the unity of Canada.

For the individual, an understanding of the French language and literature can contribute to the cultivation of his intellect and to his preparations for a career. On the more playful, less sophisticated level of the early grades, the child's imagination can be stimulated by a French fairy-tale or folk-song. Through his elementary French classes, the pupil can be dramatically initiated into the real world of people of diverse cultures, perhaps more effectively than the Tom and Jane or 'pathfinders and explorers' approaches in themselves achieve. As the student's knowledge of French language and literature grows, he will gain an ever-widening access to one of the world's brilliant literatures and cultures. Since French has been and remains a major language of scholarship, of political thought and action, of economic activity and analysis, and of journalism, competency in French and an appreciation of French literature provide a vital key to a better understanding not only of historic and contemporary France and French-Canada, but also of Western Civilization as a whole. Moreover, through writings in French, whether they be on medieval Russia, Mao's China, tribalism in Africa, or revolutionary Cuba, more doors are opened to the individual in his effort to comprehend the 'insistent present', the world in which he lives.

Increasing mobility is a striking characteristic of Canadian society. Despite the emphasis upon security, or perhaps because of it, the urge for advancement and the improvement of economic status tends to drive men from one position to another, from firm to firm, from province to province, even from country to country. Within Canada one result of such mobility is often to place a premium on linguistic versatility. All levels of employment are affected. As French and English-speaking Canadians become geographically more intermixed, employment is facilitated by the ability to converse in English or French. Large corporations whose branches or operations extend across Canada are being impelled to employ secretarial, sales and managerial staff who have competency in both languages and to encourage employees to learn a second language to improve their usefulness.

Our committee sent a questionnaire to a number of retail, manufacturing, publishing and other firms across Canada on the subject of French for English-speaking staff. While the results were not comprehensive nor the answers unanimous, certain trends in current thinking were indicated. Al-

though situations and needs clearly vary from firm to firm, a significant proportion of the firms who replied require bilingual personnel on the executive, office, sales and plant levels. The managements of these businesses are interested in oral fluency and the ability to read and write French. A relatively large number need translators (English to French and *vice versa*) among their office and sales staff. About half of the firms who replied require bilingual staff *outside* the Province of Quebec. Over half of the replies forecast an increased demand in the foreseeable future for bilingual employees. In numerous comments on the teaching of French in the school system, the stress fell upon oral fluency based upon instruction commencing at an early age. One reply contended that French instruction should be governed by the economic requirements of a business or a province. The writer saw little utility in forcing a population to learn a language which would be little used. Certainly this is a weighty argument which cannot be ignored. Education, of course, cannot be designed to meet business requirements alone. In fact, however, the trend in Canadian business life seems to be towards an increasing economic demand for individuals who possess an appropriate competency in English and French.

Other considerations enhance the educational value of French in the school system.

The public life of Canada is demanding more English-speaking Canadians with a command of French. More effective 'two-way' communication between our two historic peoples is a prerequisite for a durable partnership. Cabinet ministers and back-benchers learn French as an acknowledgement of the political facts of life. Of what value is a political address delivered in English in Chicoutimi? In the federal civil service, a command of both languages will aid in removing numerous irritants in the conduct of public business and in improving the efficiency of the governmental machine. It is clear that bilingual ability is in practice becoming a condition of employment in many posts by the Government of Canada. In addition, our country requires now and will need in the future more journalists, political and economic analysts and just plain informed citizens who can make use of English and French to follow Canadian developments from the Atlantic to the Pacific.

Canada's position in the world further enhances the educational value of French, which remains a major international language. Our country is a world trader with major business and commercial interests in Western Europe, where French retains its historic status as a language of international intercourse. In Canada's capacity as one of the respected middle powers, her representatives in NATO and the United Nations frequently find themselves in a mediating position. Here again bilingual ability can be of distinct advantage. Canada also seeks to play a constructive role in assist-

ing the newly-developing states which include those new countries of Africa where French culture is still influential. As well, Canadians are travelling abroad in increasing numbers, especially to Europe for pleasure and for study. A knowledge of French is certainly a convenience and often a necessity for such purposes. In themselves, these and other international aspects of the language question do not constitute an argument for giving a priority to French as against the other basic international languages. When, however, the special circumstances in Canada are taken in conjunction with the continued importance of French as a language of diplomacy, of business, of scholarship, of literary creativity, the international considerations add to the importance of the study of French language and literature for English-speaking Canadians.

This choice of priorities does not preclude instruction in other languages. Indeed, the earlier introduction and more effective teaching of French in the schools can help us to break out of our linguistic cocoon and facilitate the acceptance and teaching of other languages.

Bearing these values in mind, we defined certain key objectives for a new French programme, the first being: to start French early and to base it upon the audio-lingual method. Our proposals envisage an integrated programme commencing in Kindergarten or Grade I, designed to develop the ability to understand, speak, read and write French. The student should also have an opportunity to acquire an appreciation, according to his interests, of literature in the French language. We also believe that units of other subjects should be taught in French. To attain these goals we propose to work towards a programme of French instruction which rests upon certain premises about the nature of language and language learning.

IV: The Nature of Language and Language Learning

A. THE ORDERLY NATURE OF LANGUAGE

In order to know a language, a person must know (1) the semantic rules for a large number of vocal noises, and (2) the syntactic rules for stringing these noises together in patterns. These requirements can be stated in terms of the process of sequences of dependent probabilities as the statistical model for language. The model has urns full of marbles and rules governing the order in which marbles are drawn from various urns. The language talker obeys rules that say 'having spoken such-and-such words, the next word must be selected from the limited set'. A talker who does not know these rules, or cannot remember from one instant to the next which verbal marbles he has drawn, cannot know what verbal urn to draw from next. If our talker does not have these abilities, he will not talk sense. Similarly with a language listener, if he does not know the sounds or cannot remember the sounds or does not know the sequence in which they were produced, he will not understand. To know a language, is to know all of these things: how to produce vocal noises, how to string them together, how to recognize different vocal noises, how to discriminate between different sequences of sounds.[1]

In learning a language, therefore, either native or foreign, there are at least five different tasks. We distinguish between reading (oral) of a text; writing a language, including dictation; comprehending spoken messages; comprehending written messages; and speaking the language. These five activities, though intricately connected, all involve different kinds of skills. In these notes we shall deal mainly with reading and comprehension skills.

All of us, from the time when we start to speak, use grammar. Only few adults, and not necessarily teachers of English, can articulate the actual structure — the grammar — of our language. No five-year-old can articulate any grammatical rules, and yet a five-year-old will seldom say, 'This house old is'. No adult is likely to say 'This is a red beautiful rose', yet few adults can give the rule that governs the order of the two adjectives.

[1] GEORGE A. MILLER. *Speech and language.* In S. S. Stevens, ed., *Handbook of Experimental Psychology.* (New York: John Wiley, 1951). pp. 789-810.

In a similar fashion the grammar of a second language may be taught without using a grammar text, if, in particular, only comprehension or even conversation is the goal of such instruction.

At the present time we know little about how children learn the grammar of their native language — and thus can add little to the problem of learning a foreign grammar. We know that this learning involves continued corrective usage of the language, particularly the presence of a model language user (parent, teacher, peers, etc.).

We do know that speaking a native language involves the use of the statistical and syntactic structure of a language. By this we mean that the language user always speaks and comprehends in keeping with certain statistical properties of the language, i.e. he can use the relative frequency of nouns and adjectives as they occur, he 'knows' that a noun and adjective is usually (a statistical term) followed by a verb, that a verb may with an expected probability (a statistical term) be followed by an adverb, and so forth. For example, poorly understood words are always understood better within grammatical contexts than when they are presented in isolation, despite the fact that words spoken in contexts are usually slurred more than when spoken in isolation. Related to these statistical properties of a language is the syntax — the grammar. Syntactic structure governs not only the use of individual words, but also the use of sentences, phrases, and even paragraphs. What is most important here is the apparent fact (supported by research) that when we listen to strings of words, we do not seem to try to comprehend the words one by one and then make sense out of the string, but rather that we make decisions about whole sentences, abstracting the core meaning — usually the syntactic kernel — of the sentence. For example, the sentence 'The man who usually wears the red coat and screams at his children bought the house that stands on the corner of Elm and Main' spoken hurriedly may not be completely comprehended, but the listener will remember that it contains something about a man buying a house, not that it is about a red coat. In other words, the pattern of words that we perceive or comprehend has the form or at least content of a basic grammatical unit.

In reading, on the other hand, all these skills, as well as some others, are necessary. The reader must be able to articulate each word, he must — if required to translate — understand each word, and also know the grammar. Consider the example of the sentence just given. A non-English speaker may not understand the words 'coat', 'screams', 'Elm', or 'Main'. If asked to read the sentence out loud, he will show obvious incapacities, though he may be able to ignore the missing words and still give the general sense of the sentence. The listener on the other hand will show comprehension without having learned anything about English spelling or being

handicapped by stopping to think about words that he does not understand half-way through the sentence. He is not given a chance to stop and think, but if he has some experience with English grammatical structure he will be able to report that something about a man buying a house has been said.

The relevance for second language teaching is obvious. Once a decision is made that the goal is just comprehension, problems of spelling, grammar drills and so forth are obviated. The learner can acquire comprehension by extensive practice with the language in appropriate context, where he acquires not only a basic vocabulary, but also a usable understanding of the grammar of the foreign language. On the other hand, if reading, speaking, or writing are required, other kinds of training will be necessary. But a 'grammar for use' either in comprehension or speaking is absolutely necessary. We do not understand a language without using the statistical and structural properties of its grammar. And these can be acquired without formal instruction; they are probably best acquired informally, and such informal learning can then provide the basis for later formal instruction.

In curriculum planning, therefore, it must be remembered that a language has many facets and learning a language involves the learning of a multiplicity of skills. There is probably no single best way to teach a language, but there may be a best way to teach each of the many language skills. Some of these ways can be abstracted and set down as principles. A few of the principles which have guided the preliminary planning of the committee are set out below. The provision of a more exhaustive list of such principles would be an invaluable service to working committees of the future.

B. SOME GUIDING PRINCIPLES OF LANGUAGE INSTRUCTION

1. Young children are better than adults at learning that part of language which calls for the production and reproduction of vocal sounds. This advantage disappears by age 12.[1]
2. Knowledge of the grammar of a language is an end and not a means to an end since such grammar represents the language in its final and most complete form.
3. Students must learn language in such a way that the sounds and structures of one do not interfere with the sounds and structures of another. Implementation of this principle is entirely possible, and Seth Arsenian has summarized the conditions which make it so:[2]

[1] JOHN BISSELL CARROLL. *The study of language.* (Cambridge: Harvard University Press, 1959), pp. xi, 289.

[2] SETH ARSENIAN. *Bilingualism in the post-war world. Psychological Bulletin,* 42 (February 1945), 65-86.

(a) that at the earliest stages of the child's language development a consistent method of source and presentation of the language is observed, i.e. *une personne, une langue*;

(b) that psychological barriers or negative affective conditions, such as feelings about the inferiority or superiority of the languages involved, or national and religious animosities sometimes associated with language are absent;

(c) that the languages are learned by spontaneous, informal methods, and not by formal and task methods.

More recent work by W. E. Lambert[1] has reinforced Arsenian's position on these three points. Given such conditions there would be absolutely no possibility of harmful interference of one language with another.

4. It has emerged from the foregoing that the learning of one language should never depend on knowledge of another. Acquisition of language can follow a natural sequence: listening, understanding, reading, writing, and attempts to shortcut this sequence by reference to an already learned language may not only be valueless but indeed may be harmful.

[1] WALLACE E. LAMBERT. *Psychological approaches to the study of language, part II: on second-language learning and bilingualism. The Modern Language Journal,* XLVII (March 1963), 114-121.

V: A Tentative Outline for an Integrated French Course

As a result of the discussions on the nature of language and the principles of language learning, we were able to draw up an outline for a programme of French from Kindergarten or Grade I as far as the University entrance. It is presented here as a guide to further discussion on the subject. The basis on which it is constructed is twofold: that French be begun in Kindergarten or in Grade I and that it be taught by the audio-lingual method throughout the course. This method stresses mastery of the oral work from the beginning. Reading is begun after the child can express himself in the second language with a fair degree of fluency; writing is taught only when reading is well established. The ability to understand and to speak is considered to be of primary importance.

The aims of the 13-year French course are multiple: paramount is the development of oral fluency — the ability of the individual to express himself in any situation within the limits of his experience. Reading and writing follow, and by the time he graduates from High School, the student ought to be as nearly at home in the language as possible in any given situation. The outline given here may seem ambitious beyond reason, in the light of our present achievements in the French course in the Ontario Secondary schools. However, French teaching in these schools is at the moment in a state of flux. Teaching based on oral work and on the use of analogy and speech patterns conflicts constantly with texts based on translation exercises and on the teaching of grammar as a series of facts about the language. This conflict makes itself felt in the first year of the present course, that is, Grade IX, and continues to confuse the student up to and including Grade XIII. If the premise be accepted that the student entering Grade IX can already converse fluently in French on a variety of topics, read the language with comparative ease and write it competently within certain limits, then the whole function of the Secondary School course changes and broadens. The study of the language need no longer be compressed into five years, culminating in an exhaustive examination of the student's ability to handle the written language. Instead the High School can build upon a solid foundation of familiarity with French speech and can use this to introduce the student to French literature, to encourage him to write freely and

to teach him to understand French-speaking societies throughout the world. The emphasis in the High School will remain where it was in the Elementary School, on the cultivation of fluency in the spoken language. We can, however, expect the student to read more widely and to write much more easily than has hitherto been the case. The scope of the programme, seen in this light, becomes more realistic.

LENGTH OF LESSONS

The type of programme we propose to develop here depends for its success on the teacher's ability to make every lesson move fast. The length of the lesson is of considerable importance from the point of view of both teacher and pupil. The small child's interest will waver unless the lessons are active and varied. The teacher cannot be expected to give this exhausting type of lesson for long periods. For the first years, therefore, from Grade I to Grade V inclusive, we recommend fifteen minutes a day. Five fifteen-minute periods in the week will not interfere with the other core subjects, but will give time to develop the child's ability to understand and speak French. A fifteen-minute lesson may include a song, a game, some conversation or perhaps the use of puppets, film strips or magazine pictures. In so varied a programme the children should not lose interest, but should participate to the fullest extent without tiring.

By Grade VI, however, the pupils will be reading more extensively and will shortly begin to learn to write. The fifteen-minute period will no longer be enough. From Grade VI to VIII, therefore, thirty minutes a day should be given to French. The lessons are no longer as active as they were in the primary grades, nor are they wholly oral. Reading and writing ought to take about a third of the week's time at this stage, the other two-thirds being used for oral work.

If French can thus be taught daily throughout the Elementary School, for fifteen minutes at first, and for thirty minutes a day later, the transition to the forty-minute High School period should present no problem.

THE PROGRAMME

In drawing up the programme, a list of more detailed objectives was of help. These specific aims form part of the general aim of fluency in all facets of French.

The student should learn:

1. (a) to comprehend what he hears, and
   (b) to speak the language by means of
      (i) a knowledge of every-day vocabulary and common speech patterns,

(ii) a mastery of pronunciation, intonation and accentuation,
(iii) practice in conversation and oral composition;

2. to recognize and imitate good usage through knowledge of the structure of the language;
3. to read the language
   (a) for comprehension of ideas, and
   (b) for translation into his own language;
4. to write the language, as a result of
   (a) training in composition,
   (b) translation from his own language;
5. to appreciate the literature of the second language;
6. to understand the way of life of which the language is a part.

Any student intending to specialize in French should also study at university the history of the language and phonetics.

Each of these aims is achieved within a programme in which the child is taught comprehension, speech, reading and writing as different facets of his mastery of the whole language. Such a programme, divided into three levels, is presented here.

KINDERGARTEN TO GRADE VI

Comprehension. The only aim of a French programme in the Kindergarten in to prepare the child's ear to accept a second language. This preparation of the ear is important, though almost unnoticed by the child. It can be done by means of background music and songs with nonsense refrains. The child is not expected to understand the sounds nor to imitate them. This stage would extend over the whole year in Kindergarten, and/or over the first few weeks in Grade I. When he is encouraged to take part in action songs and games or to dramatize songs he has heard, the child will begin to understand what he is hearing. Songs used at this stage should lend themselves to dramatization by teacher and pupils; they should be suited to the pupils' age; their rhythm should be marked and appealing.

Speech. The child's imitative faculty can be put to constant use. He will imitate songs and actions to accompany them, the teacher's accent and intonation, scenes and actions from film strips or pictures. From Grade I, the teacher will talk French, demonstrating or dramatizing, and using visual aids such as puppets or pictures. No English should be used. The repetition of familiar sentences or patterns of speech should be carried on systematically. In conversation, the teacher will create the situation which motivates the child's answer. Speed of response to motivation and variety within the lesson are vital to the success of this procedure. Music, in the form of

French songs, and the use of numbers in French can extend the programme into other subjects in Grades I and II and in Grade III it should be possible to teach simple units of other subjects in French, particularly if they can be reinforced with pictures.

Reading. Reading should begin towards the end of Grade III, when pronunciation is well enough established not to be upset by the appearance of the printed word. The spoken word should be presented with the visual object and a flash card for about two weeks. After this time, the word can be written and left on the blackboard without its affecting pronunciation. Thorough oral knowledge of the words and phrases to be read is essential. The familiar patterns of speech can be presented, rather than individual nouns or words, because the pupils are now aware of the structure of the language. Up to Grade V, readers in which all the words are familiar can be used. In Grade VI, the reader can introduce new words in contexts sufficiently obvious to avoid any ambiguity. In Grades V and VI, illustrated dictionaries will be popular with the children.

GRADES VII - IX

Comprehension. In the early grades, the pupils' comprehension is tested by their speed in responding to motivation. The constant repetition and the emphasis on speed of oral response develop automatic comprehension without recourse to translation. In Grades VII, VIII and IX, comprehension increases steadily. It may be tested by question and answer after a passage or story has been read or heard. A paragraph, developed by the class with the help of the teacher or individually, will also serve to test comprehension.

Speech. The emphasis on oral fluency continues in this and the more advanced division. Use of idiomatic French can be increased and the spoken vocabulary will grow as a result of reading. New songs, both traditional and popular, are introduced. Memory work is required and playlets can be acted, developed either from the reading programme or from class activities. Tapes requiring answers, film strips and records are all useful here, as well as any other material which will provoke discussion.

Reading. The character of the reading changes between Grade VII and Grade IX. In the early grades all reading has been oral, but in these grades silent reading must be introduced. The values of the two types of reading are different: oral reading tests pronunciation and recognition of words and structures as well as comprehension, whereas silent reading tests only comprehension. There should eventually be a total transfer to silent rapid reading for comprehension, but this transfer will not be effected without some instruction on silent reading.

The literature* programme could consist of a selection from materials which would be treated for discussion rather than for formal analysis. These should include simple narrative poetry, lyric poetry and narrative prose, such as myth, legend, folklore (of France and Canada), tales (fairy tales), anecdote, fable, short story and extracts from novels. Drama might consist of simple playlets and dialogue. Descriptive prose could extend to other subjects such as geography, nature study and occupations. Biographical sketches of explorers, historical figures, statesmen and scientists could be used. Letters should not be introduced before Grade IX. Homework could be given or tested by the questionnaire method in Grades VIII and IX.

Supplementary reading might include adaptations, digests, journalistic prose and reading related to other subjects: history, Canadian civics, science, geography or health. Selected French comics and material portraying the French way of life could also be used.

A technique for evaluating skill in reading needs to be developed, since the success of the French programme may well depend to a large extent on the teacher's ability to measure progress in reading.

Writing. Speech and the ability to read must be well developed before the student begins to write. The first writing should consist of copying simple words and phrases with which the student is already familiar through speech and reading. In Grade VII, after copying has been introduced, completion exercises can be used, at first very simple but becoming more demanding by the end of Grade IX. Dictation forms the next step in writing, consisting in Grade VII of only the briefest sentences and expressions, but increasing in scope until in Grade IX the student is writing brief paragraphs from dictation. Dictation reinforces pronunciation and forms a link between the spoken and written language by forcing the student to concentrate on individual words and their spelling in different contexts. By Grade IX, short free compositions should not be beyond the student, provided that the preparatory work has been done.

* Our definition of literature may be useful here as a guide in the selection of materials or in the assessment of those proposed for adoption. Naturally the development and previous literary experience of the pupil will be considered at every stage.

'By literature is suggested that portion of the body of writings in a language that merits, because of its form and content, the attention of the student at a particular level'.

The actual content of the body of literature is not static but is subject to constant change. There is a permanent nucleus of materials of established values, while changing tastes and opinions result in continual additions and deletions. New writing constantly enlarges the list.

GRADES X TO XII

Comprehension. Comprehension must increase steadily throughout the High School course. The clearest test of comprehension is still the speed of the student's response to a question. By Grade X comprehension can also be assessed by the student's ability to discuss orally what he has read or heard.

Speech. Oral fluency must be maintained and increased. This can be effected by the use of audio-visual aids and idiomatic expressions. There should be plenty of time for discussion of the literature course. In addition to this time, well-planned conversational practice should occupy a specific proportion of the lessons. Oral composition, debates and discussions, play-reading and reviews of books or films all provide opportunities to develop the power to speak spontaneously and to sustain conversation.

Reading. The literature selections in these grades should be considered as having three distinct aims: broader comprehension, greater oral fluency and a continuous study of French literature. An anthology is envisaged for each of the three years, with supplementary reading from a wide list and the opportunity to draw upon a well-stocked library. The anthology should contain poetry (lyric and narrative), drama, brief descriptive prose works, informal essays, letters, biographical studies and short stories. Supplementary reading should be extensive and should include journalistic prose and reading related to other subjects of the curriculum, such as history, geography and science. Novels, and material portraying the French way of life, particularly as seen in French Canada, should form part of this supplementary reading.

Writing. The student should be trained to write freely within the limits of his experience. Free composition on advanced, original topics is important. The student should also learn to write letters. Dictation continues to be given. In Grade XII translation from English to French should first be introduced.

Evaluation. If a course of the type outlined here is to succeed, there must be two examinations, one oral and one written. Two marks should be recorded at the end of each term or year, and they should have equal importance in determining the student's standing or progress.

GRADE XIII

We have deliberately separated Grade XIII from the rest of the course. It is our opinion that there should be an external examination at the end of Grade XII and that this should be a school-leaving rather than a university entrance examination. We also suggest that the universities set their own

entrance tests which might be written at any of three or four specified times during the academic year following the completion of Grade XII. If acceptance by a university were based on success in Grade XII examinations and in the university test, and on a recommendation from the Grade XIII teacher, this year would be freed from much of its present pressure. It could then become a more useful preparation for the transition to the university or to the world of work and citizenship. This section of the French course was drawn up with these aims in mind. The emphasis would be on appreciation with a broad background but oral fluency would continue to be developed.

Intensive Work. This should include study of a play, a novel, a biography or autobiography from the modern period, and an anthology of poetry of the nineteenth and twentieth centuries.

Extensive Work. A text on French civilization should be studied. Supplementary reading could be related to other subjects, by means of several lists and the requirement that the student read at least one selection from each list. These categories might include:

1. history, science, geography;
2. music, art, archeology;
3. politics, sociology;
4. novels;
5. drama;
6. essays.

Translation both from and into French should be included, and free composition should be further developed. The recommended division of time is two-thirds for the literature and one-third divided equally between the civilization course and the written work.

THE UNIVERSITY

Proposals were made for changes in the university courses involving French language study. The proposals were as follows: that courses in the history of French literature, with particular attention to that of French Canada, be required for all language students; that courses in phonetics and philology, in bibliography and literary criticism and in formal grammar be reserved for specialists; that all French courses be taught in French; that French majors be tested in general oral fluency at the end of the final year; and that before graduation from an Honours French course, all students spend at least one semester at a French-speaking university in a French *milieu*, or one summer in a completely French environment under approved conditions. It is our opinion that financial aid ought to be provided for Honours students who cannot otherwise meet this residence requirement.

If these proposals were implemented, the student continuing his study of French at a university would find the courses there a fitting culmination to his previous study of the language. His comprehension of the spoken lan-

guage would not deteriorate if his courses were all conducted in French; his oral fluency would be retained by means of the residence requirement and the final oral examination; the course in the history of literature would co-ordinate his perhaps episodic knowledge of this aspect of the language.

A programme of the kind proposed here, developing progressively from Kindergarten through University, would provide an ideal course for the whole province and would remedy certain defects apparent in the present system.

The two tables which follow form an attempt to present the above recommendations in visual form. The first co-ordinates the subject-matter taught with the grade or grades in which it is introduced.

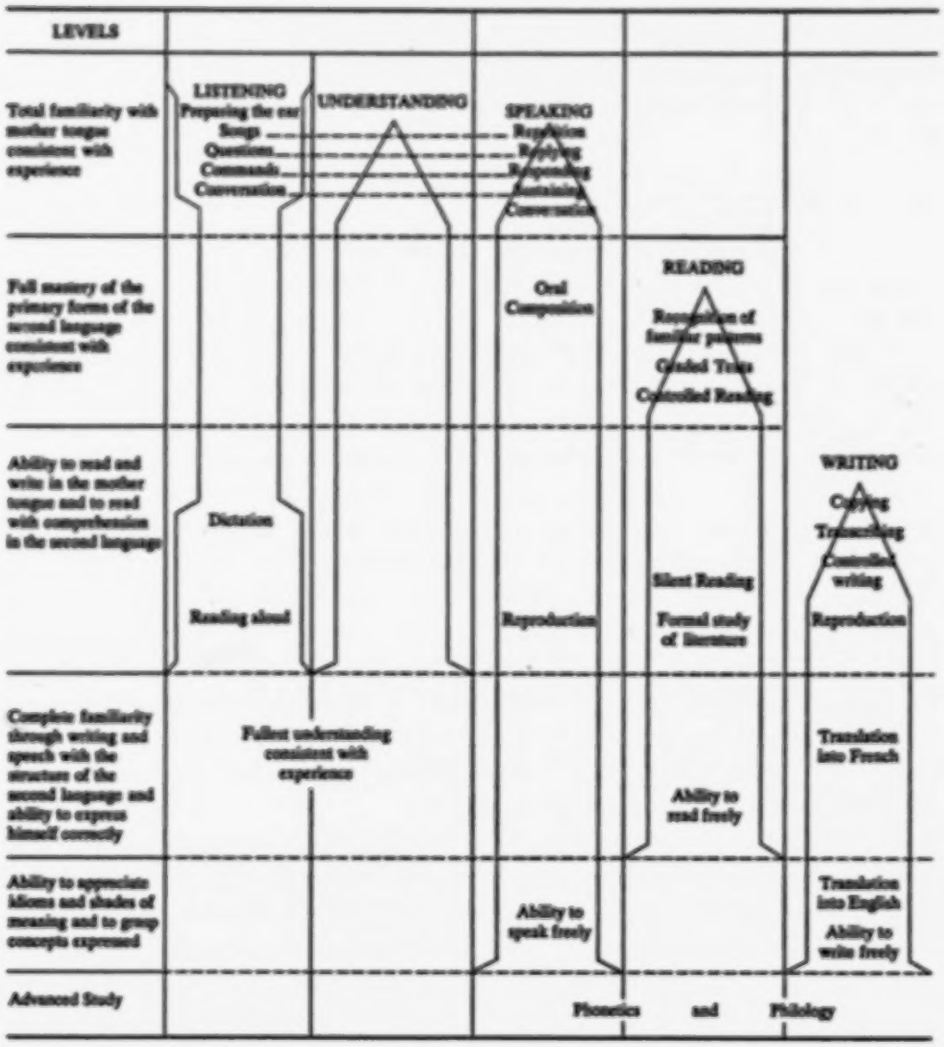
TABLE 1*

SKILL	LEVEL
Comprehension	From Kindergarten or Grade I
Speech	From Grade I
Reading	From Grade III, final term
Writing	From Grade VII or VIII
Reading for comprehension	Beginning in elementary school
Reading for translation	Grade XII and XIII
Free oral composition	In elementary school, when ready
Free oral and written composition	Throughout secondary school
Translation into French	Beginning in Grade XII
Appreciation of the literature	Throughout the course
Understanding Canadian and French society	Throughout the course
History of the language Study of phonetics Formal grammar Bibliography Formal literary criticism	Reserved for specialists at the university

* To avoid interference with the mother tongue, although speech in the second language should be begun before age 9, it should not be started before age 5. Reading in the second language must follow two school years of speaking the second language and at least three school years of reading the first language.

The second table connects the development of linguistic progress with the child's general level of accomplishment in both his own and the second language. The vertical arrangement shows the chronological development of

TABLE 2



each skill and its component parts. The lines within the columns indicate, not time allotments, but the varying importance of each skill in the process of learning the language as a whole. For instance, the first column, listening, is the only one open at the top as well as at the bottom. This is intended to show that listening is the only one of the five skills which at any point occupies the child's entire time, to the exclusion of all the others; the other four skills are introduced in turn into an existing situation, and therefore can occupy only a part of the child's time and attention. The horizontal arrangement shows the relation of the different skills to one another and to the necessary level of accomplishment. For example, total familiarity with

the mother tongue within the limits of his experience is necessary before the child is introduced to the second language at all. Listening, understanding, speaking, reading and writing are introduced in that order. Writing is progressively developed through copying, transcribing, etc., and transcribing in the writing column occurs simultaneously with dictation in the listening column.

FRENCH AS A CORE SUBJECT

Since we consider French as a core subject of the curriculum, we recommend that it be compulsory for all pupils at least up to entrance to high school.

In any age group, a wide divergence is likely in pupils' intelligence and ability. Progress or achievement will vary in French as in other subjects. In some school systems enrichment classes, accelerated classes and opportunity classes provide some sorting out of pupils on the basis of ability, but many schools cannot or do not make provision for differentiation or streaming. The committee recommends streaming or some adaptation of courses, particularly in the senior Grades VII and VIII, and possibly in V and VI.

The fact that the course in French up to the end of Grade VI does not include writing should not be an obstacle to measuring achievement for purposes of selection. Achievement in the earlier grades should certainly be the basis of selection. Since the emphasis has been on developing oral proficiency, an oral test should be used. Language aptitude tests (which are useful only at the adult level) and intelligence tests should not be used as the basis of choice for language classes.

The chief argument in favour of streaming is the tendency in teaching any mixed group to make the whole group keep pace with the slowest. In small schools, of course, streaming is impossible but, where it can be done, a basic course for all and an increased content for the superior groups are desirable. Enrichment courses do not serve a sound purpose if they are merely time fillers, and they need careful planning and a proper objective if they are to avoid this danger. A rigid course of study is an obstacle to acceleration.

Streaming is more easily achieved in secondary schools with their differentiated courses and options, but frequently streaming is based on some consideration other than language ability. French is, of course, an option in the secondary school curriculum although the limitation of choice in many schools forces it very frequently into the anomalous position of being a compulsory option. Dropping French and substituting some other optional subject for it has been in the past a common practice in secondary schools. How far this can be attributed to the late starting of French (in Grade IX) when so many psychological factors are stacked against successful language

learning is a matter of opinion. How far this situation will be remedied when eight years of French are provided for in the elementary school remains to be seen.

TEACHING AIDS

There is on the market a great number of devices intended to assist the teacher in a foreign language programme. Films, film-strips, tapes, records, systems of programmed learning, tests, exercise-books and handbooks are to be found on all sides. Many of these programmes are elaborate and consequently very expensive. Some of them might be of value as teaching aids, but it is unlikely that they would form a good foundation for a complete school course in French. Too little is left to local initiative in such a system. None of these ready-made programmes is designed for the extensive type of course we are recommending. As supplementary material, some parts of the courses, or some of the aids used in them, might be good if they could be purchased separately.

One of the most controversial teaching aids currently in use is the Language Laboratory. A well-organized Language Laboratory, with a tape for each student, has all the advantages of a good system of programmed learning in conjunction with the presence of a teacher. Ideally, the student can proceed at his own pace, asking for help when he needs it and using fully all the time available to him for language instruction. He becomes accustomed to a variety of voices and his own comprehension and accent ought to improve steadily. If there is a good stock of tapes at his disposal, he can do endless drills on any point of language which puzzles him. Not all these advantages are peculiar to the Language Laboratory, but the constant involvement of each individual and the potentially infinite repetition of a particular structure are certainly harder to attain in a classroom than in a good laboratory lesson. It should be remembered, however, that a teacher needs training in the use of a laboratory in order to transmit its full value to a class. There are 'do's' and 'don'ts' in the use of laboratory equipment just as there are in the use of any mechanical device. Provided that the teacher is well trained, there are virtually no limitations to what he can achieve with the help of this equipment. Programmed learning aspires to be a substitute for the teacher; the Language Laboratory makes no such claim. If we assume, however, that the teacher is in complete command of his subject, his class and his machinery, a laboratory can be one of his finest aids.

During their training, teachers should have a good opportunity to study a comprehensive selection of the teaching aids currently on the market and to work in a Language Laboratory or at least to see one being efficiently used. These aids, well used, can add tremendous variety and life to a school language system.

VI: Teacher Training and Qualifications

How can teachers who are proficient in oral French be obtained for a province-wide programme of French instruction commencing in the earliest grades of the school system? The problem has its long-term and short-run aspects.

The long-range task involves supplying a teacher in every elementary classroom, trained to give instruction in oral French and with sufficient facility in the language to teach reading and writing when these are introduced into the grade prescriptions. When pupils who have passed through the elementary and secondary schools have learned to speak French and when teachers who graduate from one of the professional schools have been trained in methods which include French instruction, the system will be self-sustaining. A new generation of teachers will have succeeded to the classrooms of the province.

Obviously, a supply of qualified teachers is presently lacking for the immediate implementation of the full programme, but numerous steps can be taken to permit its gradual introduction. The immediate task is how to utilize and to expand quickly the existing and potential resources for the earliest establishment of the proposed French programme in every grade of the elementary school system throughout the province. This problem cannot be solved simply by introducing pupils to the sound of spoken French through securing native speakers or by providing radios, recordings or other mechanical equipment. The training and skills of a qualified teacher are required to carry out a planned instructional programme with proper sequences, sound methodology and orderly development. In particular, a high standard of oral fluency on the teacher's part is of crucial importance in developing oral fluency and correct speech on the part of the pupil. To avoid the twin dangers of employing native speakers without teacher training and of using certified teachers without the necessary linguistic proficiency, instruction must be given by certified teachers who are competent in oral French.

Language instruction in the elementary schools may be organized in two main ways: by utilizing the regular teacher in her classroom or by employing specialized itinerant teachers who move from room to room within a

school or from school to school in a system. Each method has certain advantages and disadvantages.

The first approach has the merit of resting upon the established relationship between a classroom teacher and her pupils as well as upon her intimate knowledge of their responsibilities and abilities. The regular classroom teacher is also in a position to teach units of other subjects in French. On the other hand, the present classroom teacher is often less well equipped than the specialist teacher for the specific task of French instruction. None the less, experience with the teaching of French in the Ottawa public school system has shown that regular classroom teachers, although they may have been chosen for their original appointment without regard to proficiency in French, can play a vital role in a programme of French language instruction. These teachers can be assisted by itinerant specialists and be subject to careful, constant supervision. In-service training courses can be established to develop oral proficiency and the methodological skills required for language instruction. The Ottawa experience indicates that a concentrated in-service oral training programme, accompanied by a study of the special methods involved in language teaching, can enable a good teacher to handle a fifteen-minute daily French period with ease and confidence and to achieve good results.

The use of the regular classroom teacher under these conditions offers one method of rapidly initiating the teaching of French in the elementary schools.

The alternative is to use itinerant specialists. This method has several disadvantages. If such teachers spend only fifteen minutes a day in any one classroom, they are less likely to become well acquainted with their pupils. Individual attention is not easily given. No time will be available for them to teach units of other subjects in French. On the other hand, this method permits the most economical use of a limited resource. The teacher who possesses the aptitudes, training and proficiency needed for French instruction can be sent from class to class and from school to school for the one purpose of handling the French periods. A consistently high standard of French teaching can thereby be maintained. The injection of a new personality into the daily classroom routine can have a stimulating effect upon the pupils, arousing and sustaining their interest in the subject.

To provide flexibility in implementing the proposed new programme, either specialized teachers or classroom teachers with in-service training and under specialized supervision could be employed, depending upon local conditions and experience, for French instruction in the primary, junior and intermediate divisions, i.e. Grades I-X.

Intensive language-training courses for qualified teachers offer a possible method of solving the immediate shortage of language instructors. Such a

course might be modelled after the so-called 'crash' programme for language teaching which has been undertaken by the Army and the Department of State in the United States. This system involves an around-the-clock exclusive concentration on the new language in a contrived and related environment, utilizing all available mechanical and pedagogical devices to train in a very short time fluent speakers of a previously unfamiliar tongue. As a pilot project, we recommend that the Ontario Curriculum Institute sponsor in the summer of 1964 a training programme along such lines for a selected group of certified Ontario teachers.

As another means of supplying teachers quickly for the new French course, summer courses in methods of teaching French could be established by the Department of Education at different levels and for both elementary and secondary school teachers. Such courses when offered in succeeding summers would enable classroom teachers already competent in French to qualify themselves for their new duties and would enable an increasing number of schools to implement the new programme. A rising demand for teachers of French, coupled with financial inducements for holders of a French certificate would attract teachers to such courses. The Department of Education could provide travelling, subsistence and other financial assistance. Local authorities themselves could sponsor such courses, perhaps relating them to new appointments to the staff or advancement in the profession.

The Ministry of Education in France employs *assistants d'anglais,* uncertified native English speakers, frequently university students or graduates, to conduct conversation classes in English in French secondary schools but not to give formal instruction in the language. The use of native French speakers, who wish to spend some time in an English-speaking *milieu,* to carry on conversation classes in French, would be a useful supplement to the regular French programme. Such a system would give an added opportunity to our students to hear and use the language, to improve their accents and to broaden their knowledge of French customs and culture. The restriction of the employment of French assistants in the schools to conversational classes would avoid any difficulty over the question of certification and would permit them to be used on a part-time or occasional basis, or outside the regular school hours, depending on the organization and timetable of the school.

Besides these shorter-term measures to supply teachers for a new, expanding programme of French language instruction, the long-range problem of providing and maintaining adequate and well-trained staffs on a continuing basis requires changes in the system of teacher training.

To develop a new generation of teachers who would possess as a condi-

tion of their certification a measure of proficiency in oral French, all courses for elementary school certificates, both in the Teachers' Colleges and in the elementary school option in the Ontario College of Education, should include French as a subject of instruction. Full standing in this subject should be required. According to present practice in the Teachers' Colleges each subject of the elementary school curriculum, arithmetic, reading, social studies, etc., has its assigned place and allotted time in the course of studies. The introduction of French as a subject of study in the elementary school would clearly require that French become an integral part of the teacher training programme. Every teacher who enters the profession would then be trained and qualified to teach the French course along with the other subjects of the elementary curriculum. The early introduction of French with a compulsory status in both the Teachers' Colleges and O.C.E. elementary option training programmes is a prerequisite. We recommend further that the nature and content of French training programmes in these institutions be intensively studied forthwith under the auspices of the Ontario Curriculum Institute.

Basic qualifications are essential for all classes of teachers involved in the French programme in its long-range aspects. Our conclusions about such requirements are set forth in tabular form on page 32. Here we simply summarize them. For secondary schools, the existing Type B and Type A certificates, with their present basic requirements, should be the minimum standard for any teacher of French. A third category, a Secondary School Area Consultant, should be established. The duties of this official would be advisory and consultative. His primary function would be to aid teachers in the secondary schools of his district to maintain a high standard of language instruction. An area consultant would hold a Type A certificate in one or more modern languages, with its present academic and professional standing; he should have had successful teaching experience in secondary schools; and he should have taken at least one summer of additional professional training. This training would, for example, include personnel relations and administration to enable him to perform his supervisory duties more effectively.

On the elementary school level, three categories should be envisaged: the classroom teacher of French, the elementary specialist teacher, and the Elementary Area Consultant. The minimum academic standards, the language attainments, the requisite professional training, and the necessary basic experience are outlined in the table below.

On both the elementary and secondary teaching and supervisory levels the essential point is that high teaching standards are fundamental if the proposed new language programme is to be effective. Oral fluency is the vital first prerequisite. Both a command of the language and an under-

standing of French-speaking societies are promoted by periods of residence and study in a French *milieu*.

Financial assistance will be required for language teachers who wish to take additional professional training or to spend additional time in the *milieu* of the second language, and, also, under approved conditions, for prospective language teachers. Such aid is a proper responsibility of the Department of Education.

To inaugurate a general programme of French language instruction for the province, to co-ordinate such a programme between the elementary and secondary schools, and to provide continuing supervision to ensure maximum efficiency and successful operation would require administrative reforms. The minimum administrative framework would consist of a director of French language instruction in the Department of Education, three assistant directors responsible for secondary schools, elementary schools and bilingual schools respectively, and a number of area consultants. The responsibility of the director and his assistants would be the co-ordination of the various levels of administration concerned with the language programme, including the Teachers' Colleges, the secondary and elementary schools, the curriculum and text-book branches, and liaison with such outside bodies as the universities. At the local level, the inspectors and the area consultants, who would be in touch with local authorities and teachers, would bear the responsibility for securing the implementation of departmental policies.

This hierarchy of departmental officials would facilitate co-ordination of effort at the provincial level. The need for local co-ordination and consultation will remain. Until a province-wide programme can be put into effect, local initiatives will result in the establishment of isolated programmes of French instruction in elementary schools. Such developments would make close co-operation imperative between teachers and administrators concerned with French instruction in elementary and secondary schools in the same area. In these circumstances, a co-ordinating committee, representative of all levels concerned and of administration, would help to ensure the articulation of the elementary and the secondary programmes.

TABLE 3
TEACHER TRAINING

	MINIMUM ACADEMIC REQUIREMENT	LANGUAGE	BASIC PROFESSIONAL TRAINING	ADDITIONAL PROFESSIONAL TRAINING	EXPERIENCE
Elementary *Classroom Teacher* of second language	Grade XIII including French		Teachers' College with 2nd language or O.C.E. with Elem. School option		
Elementary *Specialist Teacher* (Itinerant or Resident)	B.A. (Pass or General) with concentration in 2nd language	Proof of oral proficiency. One summer or a semester in *milieu* of 2nd language under approved conditions	Teachers' College with 2nd language or O.C.E. with Elem. School option		
Elementary *Area Consultant*	B.A. (Pass or General) with concentration in 2nd language	Proof of oral proficiency. Two summers or a semester in *milieu* of 2nd language under approved conditions	Teachers' College with 2nd language or O.C.E. with Elem. School option	* Two summers of professional training in elementary school methods, at all levels	Successful teaching experience at relevant levels
High School *Assistant* Type B	B.A. (Pass or General) with concentration in 2nd language	Proof of oral proficiency. One summer or a semester in *milieu* of 2nd language under approved conditions	O.C.E. Type B with 2nd language		
High School *Specialist* Type A	B.A. (Hons. in 2nd language or Pass with make-up)	Proof of oral proficiency and residence requirement included in course	O.C.E. Type A with 2nd language		
High School *Area Consultant*	B.A. (Hons. in 2nd language and, if possible, grad. study in 2nd language)	Proof of oral proficiency. Residence of one year under approved conditions	O.C.E. Type A with 2nd language	One summer of additional professional training	Successful teaching experience at H.S. level

* One summer on methods and problems of the area in which they lack recent experience. One summer on administrative problems.

VII: Recommendations for Research

During the course of its deliberations the committee encountered problems which require further research. These are listed below. The order of listing is not intended to suggest the relative importance or the difficulty or magnitude of the projects. The list is incomplete and other projects will be proposed from time to time, or will arise from the investigation of those listed here.

1. A study of methods of oral testing, beginning with a compilation of existing material in the field of oral and aural testing.
2. A study of methods of evaluation of achievement in the writing skills at the secondary level.
3. A study of methods of evaluation of achievement in the literature programme.
4. Research on the selection of oral vocabulary and structures at the elementary level, based on frequency counts and association clusters in the second language. This should be tied in with the instructional process and related to children's speech.
5. Research on methods of teaching the reading of French with particular reference to the role of phonics — when to begin, what to begin with, how much to include.
6. Research on how films, tapes and recordings can be used to reinforce the programme recommended.
7. Research on the application of programmed learning to the development of writing skills.
8. An experiment on the teaching of other subject matter (health, social studies, etc.) in French at different levels.
9. A study of the availability of suitable materials for use at various levels in the several types of subject matter suggested for the reading programme.
10. Research on the frequency of grammatical constructions and idioms as a basis for teaching language through speech patterns rather than through rules.

VIII: Recommendations for Action

A. BY THE ONTARIO CURRICULUM INSTITUTE

1. That the Board of Governors appoint the best qualified person available to be responsible for establishing, co-ordinating and reporting on the research projects listed in Section VII of this report.
2. That qualified personnel (professional researchers and expert teachers) be secured to undertake these research projects. Experiments should be carried out in the regular classrooms of the province[1] and the results made available to teachers.
3. That a study group be established under the aegis of this committee to examine and report upon the teaching of modern languages other than French in the Ontario school system, and that this group start its work in the fall of 1963.
4. That an experimental language training programme for teachers be sponsored during the summer of 1964. This programme could be modelled on the so-called crash programmes run by the U.S. Army and Department of State. It would be aimed at discovering how fast qualified teachers with little or no fluency in French could be trained sufficiently to take part in the course outlined in Section V of this report.

B. BY THE DEPARTMENT OF EDUCATION

1. That French be included as a subject of study in the Teachers' Colleges and in the O.C.E. Elementary School option, on the same basis as the other subjects.
2. That summer courses in teaching oral French, including methodology, be established at different levels, for both elementary and secondary school teachers.
3. That arrangements be made for financial assistance to language teachers who wish to take additional professional training and/or to

[1] NORTHROP FRYE, ed. *Design for learning.* (Toronto: University of Toronto Press, 1962), pp. 17, 28.

spend time under approved conditions in the *milieu* of their second language.

4. That arrangements be made for financial assistance to prospective language teachers who wish to spend time under approved conditions in the *milieu* of their second language.

C. BY SCHOOL BOARDS OR OTHER AGENCIES

1. That immediate consideration be given to the employment of *assistants* from France or French Canada to conduct conversation classes in French with small groups of students in the Ontario high schools.
2. That, in any school system where a programme of French instruction is being initiated or already exists in the elementary schools, a co-ordinating committee, representing the different teaching levels concerned and the administration, be set up to ensure the articulation of the programme.

IX: Recommendations for Further Study by This Committee

In the course of discussion many matters were raised which, despite their relevance, we were unable to consider at length because of the pressure of time. They offer a wide field for further study in the realm of modern languages.

1. The teaching of English to French-speaking pupils in the elementary schools and the language to be used in the further education of such pupils.
2. The problem of a second language for new Canadians and the conservation of a mother tongue not English or French.
3. The nature and content of French programmes in the Teachers' Colleges and at O.C.E.
4. Training for non-specialist teachers.
5. Instruction on the introduction of the course as outlined in Section V of this report.
6. The question of streaming within high school language groups.
7. Ways and means of bringing high school students into a second language *milieu.*
8. French courses for Technical, Commercial and four-year Arts and Science students in high school.
9. The whole question of the examination and evaluation of oral work.
10. The provision of university French courses to meet special needs in areas of concentration other than language and literature.